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VOLUME V JUNE 1916 NUMBER 4

OREGON NORMAL SCHOOL BULLETIN

MONMOUTH, OREGON

PUBLISHED QUARTERLY BY THE BOARD
OF REGENTS OF NORMAL SCHOOLS

CATALOG NUMBER

1915-16

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NORMAL SCHOOL BUILDING

WOMEN'S DORMITORY

TRAINING SCHOOL

GYMNASIUM

RURAL SCHOOL BUILDING—COCHRAN DISTRICT
Used for observation by students taking the rural school course

CHAPEL, SUMMER SCHOOL, 1916

CHAPEL, SUMMER SCHOOL, 1916

RURAL SCHOOL BUILDING—ELKINS DISTRICT
Used for observation by students taking the rural school course

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MONMOUTH, OREGON

JUNE 1916, VOLUME V, No. 4

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SALEM, OREGON:
STATE PRINTING DEPARTMENT
1916

FACULTY

NOTE—The names of the faculty are arranged in accordance with their years of service in the Oregon Normal School and, also, alphabetically.

ACKERMAN, J. H. (State Normal School, Milwaukee, Wisconsin; Honorary Degree, Oregon Agricultural College)
President

BUTLER, J. B. V. (Christian College and Oregon Normal School)
Department of History and Civics

EVENDEN, E. S. (Leland Stanford Junior University; Oregon Normal School)
Department of Education

OSTIEN, H. C. (Ohio Normal University; Illinois Wesleyan University; Nebraska State University)
Department of Mathematics

PARROTT, ROSA B. (University of Arizona; University of Chicago, Summer School)
Department of English

WEST, MABEL G. (Knox College, Galesburg, Illinois; University of Illinois, Library School)
Department of Libraries

BUTLER, MYRA H. (Brown University, Providence, R. I.; Teachers' College, Columbia; University of Nebraska)
Department of Domestic Science and Domestic Art

GILMORE, L. P. (Lehigh University, South Bethlehem, Pa.)
Department of Science

HOHAM, MARY (Oberlin College and Conservatory; American Institute of Normal Methods, Harvard Summer School
Department of Music

KENNON, LAURA H. (University of Oregon)
Assistant in English

PITTMAN, MARVIN S. (Millsap's College, Jackson, Miss.; Tulane and State Universities of Louisiana)
Department of Rural Schools and Institute Instructor

TAYLOR, LAURA J. (Normal Training School, Tacoma, Wash.; University of Washington; Teachers' College, Columbia University
Department of Physical Education

GREENE, ALBERTA MAE (Thomas Normal Training School; University of California, Berkeley; Montana State Agricultural College)
Department of Art.

FACULTY (Continued)

TRAINING SCHOOL DEPARTMENT

GENTLE, THOMAS H. (Illinois State Normal University, and University of Jena, Germany)
Principal of Training School and Professor of Pedagogy

MCINTOSH, ALICE A. (State Normal School, Whitewater, Wisconsin)
Critic—Grades Seven and Eight

ARBUTHNOT, KATHERINE (Des Moines High School; Columbia University, Summer School; Oregon Normal School)
Critic—Grades Five and Six

DINIUS, LILLIAN (Manchester College, Indiana State Normal; Indiana State University; Chicago University)
Critic—Grades Three and Four

RIECKER, ELIZABETH C. (Alma College, Alma Michigan; City Training School, Detroit, Michigan; Valparaiso University, Valparaiso, Indiana; Teachers College, Columbia University, New York City)
Critic—Grades One and Two

TODD, JESSICA S. (Geneva College, Beaver Falls, Pa.)
Dean of Women

MACY, KATIE DUNSMORE
Clerk and Registrar

SCOTT, JOHN
Head Janitor

BOARD OF REGENTS OF NORMAL SCHOOLS

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Ben W. Olcott, Secretary of State.....Salem
J. A. Churchill, Superintendent of Public Instruction.....Salem

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Henry J. Maier, term expires July 1, 1918.....The Dalles
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H. G. Starkweather, term expires July 1, 1920.....Milwaukie
C. L. Starr, term expires July 1, 1921.....Portland
W. C. Bryant, term expires July 1, 1922.....Moro

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Teachers—Regents Bryant, Starkweather and Bragg
Libraries—Regents Marvin, Bragg and Maier
Course of Study—Regents Churchill, Starr and Bryant

President of the Faculty.....J. H. Ackerman, Monmouth

CALENDAR 1816-17

FIRST SEMESTER

Entrance and Enrollment.....Monday, September 11
School Organized.....Tuesday, September 13, 9:40 a. m.
Thanksgiving Holidays..Thursday and Friday, November 30, December 1
Christmas Vacation
Monday, December 25, to Saturday, January 5, inclusive
Semester Ends.....Friday, January 26

SECOND SEMESTER

Entrance and Enrollment.....Saturday, January 27
School Organized.....Monday, January 29, 9:40 a. m.
Short Course.....Monday, April 2
Easter Vacation.....Thursday, April 5, to Monday, April 9, inclusive
June Commencement.....Sunday, June 10, to Wednesday, June 13

PROGRAM FOR COMMENCEMENT WEEK

Saturday, June 9—
President's Breakfast; Junior Prom.
Sunday, June 10—
Baccalaureate Sermon
Monday, June 11—
Faculty Reception; Class Play
Tuesday, June 12—
Last Chapel and Class Day; Alumni Picnic
Alumni Banquet
Wednesday, June 13—
Commencement

SUMMER TERM

1917 Summer School Begins.....Monday, June 18
1917 Fall Semester Begins.....Monday, September 10

RAILROAD FACTS

Monmouth may be reached as follows:

1. Trains leave Union Depot, Portland, at 7:15 a. m. and 3:30 p. m.

2. Trains leave Albany *via* Corvallis and Independence, at 1:00 p. m.

3. Trains leave Salem *via* West Salem at 9:45 a. m., 3:25 p. m. and 6:15 p. m.

4. Train leaves Eugene *via* Monroe and Independence, 11:05; and *via* Albany at 10:57.

5. Tickets may be purchased and baggage checked to Monmouth from any point on the O.-W. R. & N.; *via* Portland, over the Southern Pacific *via* Eugene, Dallas, Albany, Salem; and over the C. & E. *via* Albany.

OREGON NORMAL SCHOOL

Upon arriving a list of boarding places and rooms will be furnished on application to the President. In order that the best sanitary conditions may be secured all boarding places will be inspected and no place will be recommended by the President that does not have a favorable report. The Normal School is co-educational, but it is recommended that men and women have rooms in separate rooming houses. The faculty will not recommend boarding and rooming houses, except with the idea that such houses, so far as rooming is concerned, will be exclusively for men on the one hand, or exclusively for women on the other. Baggage should usually be left at the depot until a home is secured.

Faculty

There is a strong faculty of nineteen persons thoroughly qualified for the work of training teachers in all lines of work.

Building and Equipment

The main building is a large brick structure, well adapted to the work of the Normal School. It includes twenty class rooms and laboratories, library, and an assembly hall with a seating capacity of 500. It is heated by steam and lighted by electricity.

THE GIRLS' DORMITORY

Accommodations are provided in the dormitory for ninety-five girls. Each room is nicely furnished with all bedding, bed linen, towels, etc., no student being required to furnish anything except her personal belongings. All laundry except individual laundry will be done at the institutional laundry. The student may do her washing and ironing at the institutional laundry at a small fee for the use of the laundry. Light in the dormitory will be charged for extra on the club plan. All loss or damage to bedding or furniture will be charged up to the room holder. The student who is so fortunate as to secure accommodations in the dormitory will have all the conveniences of the most cultured home.

The following scale of prices will be in effect for the year 1916-17:

Room rent per week, payable monthly in advance.....$ .75
Board per week, payable monthly in advance..... 3.50
Deposit fee returnable after having lived in house for the semester.
(Room deposit holds room until Wednesday of the week school opens.)
No reduction for meals or room will be made unless absent for more than one week.

It is suggested that girls who plan to live in the dormitory provide themselves with shoe bag and laundry bag to be fastened to the closet door. The door is twenty-four inches wide. Each girl provides her own dresser scarf. Dresser forty-two by nineteen inches.

DOMESTIC SCIENCE AND ART

Adequate and well-equipped rooms are provided in the Training School Building for the Domestic Science and Domestic Art Departments.

GYMNASIUM

The gymnasium is a brick building and well equipped with hot and cold baths, dressing rooms, and a good-sized floor suitable for instruction purposes and the playing of such games as basketball, indoorball, volleyball and the like.

The two rural school buildings, while not on the campus, are to all intents and purposes a part of the Normal School equipment.

Training School Building

The new $50,000.00 training school building has been especially planned for training school purposes and is equipped with the most modern equipment.

Expenses

The expenses are nominal and every means are used to keep the expenses of a student at a minimum.

Enrollment fee is $4.00 per semester, or if paid by the month, $1.00 per month. There is also a student body fee of $1.00 per semester; also a lyceum course fee of $0.75 per semester. All of these fees are payable to the registrar. No programs are made until a receipt for fees has been presented to the President. In no case are fees refunded. No additional fee is required for vocal music and art. Private lessons will be given by private piano instructors at reasonable rates.

Room and Board

Living expenses in private homes are as cheap as they are in any school city in Oregon, and range as follows: Furnished room and table board from $4.50 to $5.00 per week.

Furnished room without table board, $2.00 per week. Unfurnished room without table board, 50 cents per week.

Some students reduce their expenses in various ways. Some rent rooms and board in clubs; some do light housekeeping. There are a great variety of ways whereby students may economize if they desire so to do. Employment in and about the

buildings will be furnished whenever practicable. There are many opportunities for really capable students to meet a part of their living expenses by assisting in the housework of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take one or two semesters longer to complete the course and thus avoid overwork.

Public Lectures and Entertainments

The students have the privilege, at cost, of attending a fine course of lectures, concerts, and entertainments each year. These courses are sold at a low price in consideration of their merit. There is no better arrangement anywhere than is found possible to maintain here, so that the educational advan-

OFFICE OF REGISTRAR

tages are greatly increased. The following lectures and entertainments have been given during the years 1915-1916:

November 11—Kellogg-Haines Singing Party.

January 29—Irving Bachellor, "Keeping up with Lizzie."

February 7—Frederick Warde, "Hamlet."

March 15—Old Home Singers.

The course as arranged for the years 1916-1917 is:

First Semester—1. Melting Pot Company present Israel Zangwill's great American drama, "The Melting Pot."

2. Kekuku's Hawaiians.

Second Semester—1. Schildkref's Hungarian Orchestra.

2. Ida M. Tarbell.

In addition to the above course, the school has made it possible for the students to hear the following speakers:

Governor James Withycombe, Salem; Professor J. B. Horner, Corvallis; Senator S. M. Garland, Lebanon; Superintendent O. M. Elliott, Salem; Miss Cornelia Marvin, Salem; Superintendent J. Percy Wells, Jackson County; Professor George H. Danton, Portland; Dr. Thomas Balliet, New York City; Senator M. A. Miller, Portland; Mrs. George Gerlinger, Dallas; Professor B. W. DeBusk, Eugene; Superintendent Chas. A. Rice, Portland; Mrs. N. L. Fulkerson, Salem; Mr. P. H. D'Arcy, Salem; Rabbi Jonah B. Wise, Portland; Mrs. Ida Kidder, Corvallis.

Literary Societies

There are three literary societies at the Normal: One, the Normals, for the boys; two, the Vespertines and Delphians, for the girls. The society work is both enjoyable and beneficial. There are two aims in the work: First, to do work that will assist in developing the powers of the students; and second, to give the student some ideas which he may use in forming programs of his own.

To meet these requirements the work is varied in character. This being the tercentenary year of Shakespeare's death, much attention has been paid to the productions of the Bard of Avon. Scenes have been staged from "King Lear," "Midsummer Nights Dream," and "The Merchant of Venice." Illustrated talks have been given upon the time and plays of Shakespeare. In addition to this dramatic work, "Peg O' My Heart" was given by the three societies. Other special features include "The Fall of Troy," Mrs. Gaskell's "Cranford," Dickens' "Tale of Two Cities," Mrs. Jarby's "Wax Works," "A Peace Pageant," "A Mock Trial," a model Christmas program, and a story-telling contest. In addition to these, readings, book reviews, debates, impromptu speeches, etc., are given; thus giving the student valuable suggestions for making up a well-rounded program.

Normal Units

A normal unit is a subject running one year, five times a week, with recitations not less than forty-five minutes in length. Normal units required to complete the several courses are as follows:

(a) *Standard Normal Course:* Ten units above the completion of a four-year high school course; or ten units above the completion of the Elementary Course.

(b) *Elementary Course:* Sixteen units above the eighth grade; plus Education. Twelve of these units are accredited for the completion of the eleventh grade.

(c) For *Supervisors' Course, Rural Course, Primary Course, Domestic Science and Art Course,* and *Library Course,* students will be granted Standard or Elementary diplomas when the requirements of said courses have been complied with. (See description of courses.)

There are two ways of securing admission to the school: First, by credentials; second, by examination.

Entrance Requirements

The following changes have been made in the present entrance requirements of the Oregon Normal School:

First, beginning with September 1, 1916, the minimum requirements for entrance to the Oregon Normal School shall be the completion of the third year of a standard four-year high school, or the equivalent.

Second, beginning with September 1, 1917, the minimum requirements for entrance to the Oregon Normal School shall be the completion of the fourth year of a standard four-year high school, or the equivalent.

Normal Credits

How Credentials May Be Accepted: Normal units are accredited on credentials for admittance to the school as follows:

1. Graduates of standard normal schools or of colleges or universities will be graduated from the Oregon Normal School after residence work of one year. In case the accepted credit includes at least one and one-half units in Education, such graduates may be graduated from the Oregon Normal School after residence work of one-half year. Students who have completed other institutions' work equal to that required in the Oregon Normal School, but who are not graduates, are required to do one year's residence work before graduation.

2. To graduates from full course Oregon Normal Schoools prior to September 1, 1911, twenty-three and one-half units above the eighth grade; provided, that in such cases no additional credit will be given for teaching experience.

Holders of State diplomas or State life certificates may be graduated from the Oregon Normal School after residence work of one year; provided, that in such cases no additional credit will be given for teaching experience.

*3. To State five-year certificates, twelve units above the eighth grade.

* After September, 1917, obsolete.

*4. To one-year State certificates, eight units above the eighth grade.

5. To credentials from other states, on the same basis as those from Oregon.

Credit for successful teaching may be given as follows:

For thirty months of successful teaching one unit of credit may be given if student demonstrates in the first ten weeks of her practice teaching that her experience was worthy of such recognition.

Teachers of sixty or more months' experience who hold a valid five-year State certificate (which will not expire for at least two years) may be given sixteen units above the eighth grade, and will be graduated from the Standard Course only after eighty weeks of satisfactory residence work.

The foregoing rules will be applied hereafter in substitution for all rules previously in force on these subjects.

7. Credits may be granted for certificate; or for schooling; or for schooling and experience, but credit will not be given for certificate and experience.

Special Prohibitions

1. No student may graduate until all required subjects are completed.

2. No credit for Summer School will be allowed if such credit will permit the student to graduate before the end of a semester.

3. Credit will not be allowed for more than two Summer Schools.

4. Only one and one-quarter units can be made in summer schools, taken after one has to his credit twenty-three and one-half units in the Oregon Normal School.

5. No student shall be allowed to take more than two and eight-tenths credits during any one semester toward graduation.

6. *If students enter school after the beginning of any regular or summer session, the work missed shall not be made up for credit but credit will be allowed in proportion to time spent in school.*

7. No student shall receive credit for more than twenty-eight hours any one semester and shall not take more than thirty hours (including activities); provided, that students doing practice teaching shall not take more than twenty-five hours (including the practice teaching).

8. No student of the Oregon Normal School will be recommended as a teacher of a one-room rural school who shall not

* After September, 1917, obsolete.

already have had experience or who shall not have taken at least one course of one semester's duration which dealt with the problems of the rural school.

One-Year Students

Students in attendance for one year only shall take (or substitute satisfactory equivalent work taken elsewhere) the following courses: 1, Practice; 2, State Course of Study; 3, Psychology Method and Observation; 4, two semesters of English; 5, two semesters to be selected in any way from Music, Drawing, or Domestic Art; 6, Agriculture; 7, Library Methods; 8 and 9, two semesters to be selected from Professional History, Professional Arithmetic, or Professional Geography. (Domestic Science may, at the discretion of the Head of the English Department, be substituted for Senior II English.)

One-Half Year Students

Students in attendance for one-half year shall take (or substitute satisfactory equivalent work taken elsewhere) the following courses: 1, Practice; 2, State Course of Study; 3, English; 4, one semester of Drawing, Music, or Domestic Art; 5, Library Methods; 6, Professional Geography.

Students will be admitted at any time and proportional credit will be allowed for the length of time a study is pursued. This will enable those teachers whose schools are not in session while the Normal is in session to spend very profitably a few weeks in the Normal and receive credit for such attendance. Full credit will also be given for work done in a Summer School to the amount of one and one-fourth units.

(a) *Advanced Standings:* Persons who have done work beyond the eleventh grade, but who are neither graduates of accredited high schools, nor equivalent, are classified in any course to which such advanced standing may entitle them.

Examinations for advanced standing are permitted in the case of work claimed to have been done elsewhere for which satisfactory credentials are not submitted.

The Normal School endeavors to give just credit for all scholarship which the applicant may possess. Applicants for advanced standing for work done in other schools must present an official statement of such work. This statement must cover the following points:

1. The exact length of time spent in the school, with the dates of entering and leaving.
2. The number of subjects studied each term.
3. The exact subjects studied.

4. The number of weeks spent on each subject.
5. The length of recitation period.
6. The record of the grade of work done in each subject.

Blanks prepared for this purpose may be obtained upon application. High school graduates must present a complete certified record of their high school course. This is filed in the office and kept as a part of the student's record.

The school reserves the right at any time to require a student who is notably deficient in subject-matter to make up such deficiency before pursuing further his normal course.

Every person before being admitted to the school will be required to sign a statement that he or she intends to teach in the public schools of Oregon.

Courses of Study

A. Standard Normal Course:

(a) *Requirements:* First, beginning with September 1, 1916, the minimum requirements for entrance to the Oregon Normal School shall be the completion of the third year of a standard four-year high school or the equivalent.

Second, beginning with September 1, 1917, the minimum requirements for entrance to the Oregon Normal School shall be the completion of the fourth year of a standard four-year high school or the equivalent.

(b) *Graduation:* The completion of the remaining one year of high school work and two years additional work, including a thorough review of the common branches, and training in the practice school. It is practically a three-year course above the eleventh grade.

(c) *Certification:* The Superintendent of Public Instruction shall issue certificates to graduates from the Standard Normal Course as follows:

1. A one-year State certificate shall be issued without examination, upon application, to graduates of standard normal courses, authorizing them to teach in any grammar school or in any one-year, two-year, or three-year high school in Oregon.

2. The holder of a one-year State certificate, issued in accordance with the provisions of paragraph 1, shall, after six months' successful teaching experience in this State, and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive a five-year State certificate without examination, authorizing him to teach in any grammar school or in any one-year, two-year, or three-year high school in Oregon.

3. The holder of a five-year State certificate, issued in accordance with the provisions of paragraph 2, shall, after thirty months' successful teaching experience in this State, and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive a life State certificate authorizing him to teach in any grammar school, or in any one-year, two-year, or three-year high school in Oregon, provided, that he shall receive a life State certificate authorizing him to teach in any of the schools of this State upon the completion of two years' work in a standard college or university; provided, that, if, at any time, the course of study of the Oregon Normal School meets the requirements of standard colleges, then the graduate of the standard college course of the Oregon Normal School shall receive a life State certificate entitling him to teach in any school in this State.

The holder of a one-year State certificate, or a five-year State certificate, or a life State certificate, secured in accordance with the provisions of this section is authorized to act as a city superintendent of schools of any city in this State.

B. Supervisors' Course:

The work of supervision is coming to be recognized as special work. Those who are to do such work are expected to be especially fitted for it, and the county supervision law, opens up another important field for the trained supervisor.

The Supervisors' Course is designed to meet the needs of all such persons. The person taking the course may be excused from part of the observation and practice work in the Training School, and take in lieu thereof the work in administration.

The requirements, time limits, and certificate advantages are the same as for the standard course. In addition to this, the school will give to those who complete this course a special certificate, setting forth the fact that the holder thereof has completed the Supervisors' Course, which certificate should be of great service in securing supervisory positions.

The pedagogical work of this course will be given by the President of the School, the Head of the Department of Education, and the Principal of the Training School.

C. Rural School Course:

A professional course giving special training for work in rural schools. It has been but recently that normal schools have recognized the special needs of the rural schools. In line with this thought this course is offered.

(a) *Entrance Requirements:* Same as for Standard Course.

(b) *Course Comprises:* 1, Review of common school subjects with methods of teaching the same; 2, Rural Sociology; 3, Rural School Management; 4, Rural Science (Elementary Agriculture, School Gardening and Nature Study), and 5, the observation of a model rural school.

(c) *Certification:* Same as for Elementary and Standard Courses when a sufficient number of credits have been earned. The school will give to those who complete this course a special certificate setting forth the fact that the holder thereof has completed this course, which certificate should aid in securing better positions and salaries.

D. Primary Course:

A professional course giving special training for primary work.

(a) *Entrance Requirements:* Same as for Standard Course.

(b) *Certification:* Same as for Elementary and Standard Courses when a sufficient number of credits have been earned. The school will give to those who complete this course a special certificate setting forth the fact that the holder thereof has completed this course, which certificate, it is hoped, will be so valued by school authorities as to materially aid in securing better positions and salaries.

E. Domestic Science and Domestic Art Courses:

These courses are intended to fit teachers to teach such subjects in rural schools, small graded schools, and in city systems as assistants to regular supervisors.

Certification: Same as for Elementary Course.

F. Library Course:

The library is in charge of a trained librarian, who will conduct classes in the use and care of school libraries, with library practice work throughout the course. The object is not to train librarians, but to train teachers to use libraries intelligently, and to care for the school libraries which are provided for under the Oregon school library law. It is expected that students will become familiar with the best books for children.

(a) *Admission Requirements:* Same as for Primary Course.

(b) *Certification:* Same as for Elementary Course.

Oregon Normal School—Professional Course

	STANDARD NORMAL			
Years	Junior		Senior	
Semesters	1	2	1	2
Mathematics	Arithmetic	Professional Arithmetic, Pri.	Professional Arithmetic, Adv.	
Science	Physiology School Hygiene	Professional Geography (3)	Agriculture and Nature Study	
History	Economics	Civics	Professional History	
English	Advanced Literature Technical English	Professional Language	Professional Grammar	Professional Reading Current Literature Technical English
Education	Psychology	Psychology Methods and Observation	History of Education	State Course of Study Practice
Additional			Library Methods (2)	
*Arts	Drawing; Domestic Art; Music			
†Domestic Science	Domestic Science			

*Music, Drawing, Domestic Art. See bottom of page and description of courses.

†See bottom of page and description of courses.

Students will be graduated from the Standard Course when they have made ten units; but must take maximum work in Education, English, Library Methods, Agriculture, Physiology and School Hygiene, and the Professional Subjects, and for the remaining credits may select from all other courses; provided, that students wishing to take the Domestic Science Courses, may substitute said courses for any of the following, course for course: Arithmetic, Sociology, Advanced Literature, History of Education.

To complete the Standard Course, students are required to take one and one-half units in the Arts—Music, Drawing and Domestic Art—to be selected in any manner except that not more than one unit may be selected from any one.

All students are required to take Physical Education unless excused by the Physical Director.

Rural School Course

	STANDARD NORMAL			
Years	Junior		Senior	
Semesters	1	2	1	2
Mathematics	Arithmetic	Professional Arithmetic, Pri.	Professional Arithmetic, Adv.	
Science	Physiology School Hygiene	Professional Geography (3)	Agriculture and Nature Study	
History	Economics	Civics	Professional History	
English	Advanced Literature Technical English	Professional Language	Professional Grammar	Professional Reading Current Literature Technical English
Education	School Administration and Management. Rural Economics	Psychology Methods and Observation	History of Education. Rural School Problems	State Course of Study Practice
Additional			Library Methods (2)	

*Arts	Drawing; Domestic Art; Music
†Domestic Science	Domestic Science

*Music, Drawing, Domestic Art. See bottom of page and description of courses.

†See bottom of page and description of courses.

Students will be graduated from the Standard Course when they have made ten units; but must take maximum work in Education, English, Library Methods, Agriculture, Physiology and School Hygiene, and the Professional Subjects, and for the remaining credits may select from all other courses; provided, that students wishing to take the Domestic Science Courses, may substitute said courses for any of the following, course for course: Arithmetic, Sociology, Advanced Literature, History of Education.

To complete the Standard Course, students are required to take one and one-half units in the Arts—Music, Drawing and Domestic Art—to be selected in any manner except that not more than one unit may be selected from any one.

All students are required to take Physical Education unless excused by the Physical Director.

Primary Course

	STANDARD NORMAL			
Semesters	Junior		Senior	
Years	1	2	1	2
Mathematics		Arithmetic	Professional Arithmetic, Pri.	
Science	Physiology School Hygiene	Professional Geography (3)	Agriculture and Nature Study	
History	Economics	Civics	Professional History	
English	Advanced Literature Technical English	Professional Language	Professional Grammar	Professional Reading Current Literature Technical English
Education	Psychology. Primary Methods	Psychology Methods and Observation	History of Education	History of Education (3) State Course of Study Practice
Additional			Library Methods (2)	
*Arts	Drawing; Domestic Art; Music			
†Domestic Science	Domestic Science			

*Music, Drawing, Domestic Art. See bottom of page and description of courses.

†See bottom of page and description of courses.

Students will be graduated from the Standard Course when they have made ten units; but must take maximum work in Education, English, Library Methods, Agriculture, Physiology and School Hygiene, and the Professional Subjects, and for the remaining credits may select from all other courses; provided, that students wishing to take the Domestic Science Courses, may substitute said courses for any of the following, course for course: Arithmetic, Sociology, Advanced Literature, History of Education.

To complete the Standard Course, students are required to take one and one-half units in the Arts—Music, Drawing and Domestic Art—to be selected in any manner except that not more than one unit may be selected from any one.

All students are required to take Physical Education unless excused by the Physical Director.

Supervisors' Course

	STANDARD NORMAL			
Years	Senior		Junior	
Semesters	1	2	1	2
Mathematics	Arithmetic	Professional Arithmetic, Pri.	Professional Arithmetic, Adv.	
Science	Physiology School Hygiene	Professional Geography (3)	Agriculture and Nature Study	
History	Economics	Civics	Professional History	
English	Advanced Literature Technical English	Professional Language	Professional Grammar	Professional Reading Current Literature Technical English
Education	School Administration and School Management	Psychology Methods and Observation	History of Education	State Course of Study Practice
Additional			Library Methods (2)	
*Arts	Drawing; Domestic Art; Music			
†Domestic Science	Domestic Science			

*Music, Drawing, Domestic Art. See bottom of page and description of courses.

†See bottom of page and description of courses.

Students will be graduated from the Standard Course when they have made ten units; but must take maximum work in Education, English, Library Methods, Agriculture, Physiology and School Hygiene, and the Professional Subjects, and for the remaining credits may select from all other courses; provided, that students wishing to take the Domestic Science Courses, may substitute said courses for any of the following, course for course: Arithmetic, Sociology, Advanced Literature, History of Education.

To complete the Standard Course, students are required to take one and one-half units in the Arts—Music, Drawing and Domestic Art—to be selected in any manner except that not more than one unit may be selected from any one.

All students are required to take Physical Education unless excused by the Physical Director.

EDUCATION

Mr. Ackerman

State Course of Study—

Course I—Senior II.....½ unit.

No student is allowed to graduate without taking this course as it is thought highly desirable that every teacher should understand its plan and spirit, and this can best be done by a thorough study of it in class.

Mr. Evenden

City School Administration and School Management—

Course II—First half of Senior I.....½ unit.

This course is designed to meet the needs of those who wish to fit themselves for supervisory positions in village or city. Among the topics discussed are the relation of the supervisor to his community, his corps of teachers, his school children, and to his legal and professional

THE CHAPEL—ONE FAVORITE RECREATION SPOT

rights and duties. How to organize and manage a city system, or grammar school. How courses of study may be formulated and administered. How rules and regulations may be made, adopted and executed, as well as other supervisory problems. This course should be helpful to those who expect to be principals, superintendents or supervisors. (Second semester only.)

Psychology—

Course III—Junior I.....½ unit.

A general course aiming to give the student beginning the Standard Course a thorough training in the laws governing mental activity and a discussion of the various mental processes. The work will be treated from a physiological and functional standpoint. This course is intended to give the students a store of psychological facts with which to construct their future work in applied psychology and in the special method work of the various professional courses. The work will be based upon Angell's Psychology.

Course IV—Junior II.....½ unit.

It is the aim of this course to make direct application of the laws of psychology to the teaching work and also associate them with the periods of growth and development of the child. It is intended to prepare students for the practice teaching in the training department and should precede that work. It will consist of specialized method, lesson planning, organization of material to be taught, organization and management of a class, etc. Miller, "The Psychology of Thinking" will be used as the basis for the work, and with this will be required collateral reading, special work, and observation of model teaching.

Observation—

Supervised observation of model teaching is given in all the grades of the training school. The work is planned to correlate with the instruction in method of Course V and the professional subjects in order that the observing may be done in the light of this knowledge, and should precede the practice teaching in order that many minor matters of classroom technique may be obtained before the teaching begins. This work also gives the student teacher a broadening knowledge of the work in all the grades and furnishes a preparatory insight into the method and devices of the critic teachers with whom she is going to specialize.

History of Education—

Course V—Senior I.....½ unit.

This course aims to give a brief hsitorical survey of education from the earliest times, with special emphasis upon some of the more modern educators and movements which have been of most influence in determining our present system. It is hoped that the courses will provide the student with a broad unprejudiced view of education, a more exalted ideal of his work, and the greater personal efficiency which comes from a knowledge of the development and growth of his profession. Monroe's "Briefer Courses in the History of Education" is used as a text-book in this course. Collateral reading is required.

MR. GENTLE

Professional Geography—

Course VI—Senior II.....3-10 unit.

The purpose of this course is to have students find out the guiding principles in the teaching of geography as called for in the course of study in the schools of Oregon. Typical lessons in the various grades of the school in the subjects of Geography will be observed and discussed so that students will have a good chance to see the theory work out in practice. The course is three hours per week.

MR. PITTMAN

Mr. Pittman's classes will be offered only during the second half of the first semester and the first half of the second semester and during the Summer School.

Rural Economics—

Course VII.....½ unit.

The aim in this course is to study the economic status of the rural life of the nation and the state and to observe the resultant social conditions. When these are discovered, then they are interpreted in terms of the rural school. The rural school is a social unit and a business factor in the rural community. For the school to measure up to its possibility it must work along social and economic lines. It is, therefore, necessary for the teacher to have this knowledge and viewpoint if she would do the most effective work.

Rural School Problems and Teaching the Common Branches—

Course VIII .....½ unit.

To aid the teacher in mastering the principles underlying the problems of the one-room country school is the purpose of this course. How to cooperate with the superintendent, supervisor, school board, parents;

A GROUP OF MEN—SUMMER SCHOOL, 1915

how to make a good daily schedule, alternate classes without loss of time, combine classes without injury to the individual, conduct morning exercises, evening entertainments; how to arrange study periods, provide seat work, prevent absences, tardiness, select and direct games; and methods of presenting subjects in rural schools constitute the work in this course.

Teaching the Common Branches—

The aim of the second part of this course is to review the common branches taught in the public schools—Reading, Arithmetic, Penmanship, Geography, History, and Spelling—and the general methods of teaching these subjects. It is hoped by this course to point out the important facts of each subject and establish in the rural teachers a few definite principles to be followed in teaching each subject.

Rural Supervision—

Course IX ..... ¼ unit.

The Rural Supervisor is "the missing link in education" discovered. His opportunity and therefore his responsibility is to change rural educational chaos into order and system; to take weak, inexperienced teachers and make of them strong and efficient educational leaders; to bring to the rural community, poor in wealth and social opportunity, help, information, direction, and inspiration.

To aid the Rural Supervisor in understanding his problems and to prepare him to meet them and solve them is the purpose of this course.

MISS DINIUS AND MISS RIECKER

Primary Methods—

Course X—Senior I..... 1-10 unit.

The design of this course is to give to those taking primary methods definite instruction in first, second and third grade methods. The work covered will be that outlined in the State Course of Study for such grades.

Practice Teaching—

Course XI ..... ¼ unit.

During the last semester of the senior year each student is required to teach a given period per day in the training school. This work is carefully supervised by expert critic teachers, and graduation will not be allowed until it is satisfactorily done. The student is permitted to practice in the subject and grade she wishes to specialize in and is also required to teach in some other grade in order that the correlation of work between grades may be better appreciated. It is the general purpose of this course to form correct teaching habits, check undesirable traits, render the student capable of profiting by criticism and provide for professional growth in future work.

ENGLISH

It is an undisputed fact that no subject in the school cirriculum is so poorly taught as Language and Grammar. Our only hope of bettering this condition is to train our teachers to present the work logically and efficiently. To accomplish this the following courses are offered:

MISS PARROTT

Professional Language—

Course V—Junior I and II..... ½ unit.

This course takes up the work for grades one and two as outlined in the State Course of Study. The work is not theoretical but eminently practical. The twenty stories are told, the six pictures presented, the poems memorized, the devices for eliminating errors tested, etc. (Offered first semester.)

Course II—Junior II or Senior I..... ½ unit.

This course takes up the work for grades three and four. Kimball's Book I is used for grade four in connection with the Course of Study. The work is conducted as in Courses I and III. (Offered second semester.)

Professional Grammar—

Course III—Junior or Senior I.....½ unit.

This course takes up the work of grades five and six, as outlined in Kimball's Book I. The pictures, poems and stories recommended in the State Course of Study are taught. The work is given just as the teacher will present it to her pupils. (Offered first semester.)

Course IV—Junior II or Senior I.....½ unit.

This course takes up the work of grades seven and eight. Kimball's Book II and the State Course of Study are the basis for this work. (Offered second semester.)

NOTE—Much attention is given in all grades to Story-Telling, Dramatization, Picture Study, Memorization and Oral Work. These phases of the English work make it live, virile, and this is the hope of the English Department for the betterment of the English of the future. Much time is spent in the Training School observing the work done there.

ENGLISH DEPARTMENT

MISS KENNON

Advanced Literature and Technical English—

Course V—Junior I and II.....½ unit.

This course includes the nineteenth century poets and prose writers —Ruskin, Browning, Tennyson, Arnold, Thackeray, Dickens and Eliot—and a thorough review of the fundamentals of English composition, emphasizing exposition and argumentation.

Professional Reading, Current Literature and Technical English—

Course VI—Senior II.....½ unit.

The course in Professional Reading is designed to give the students a knowledge of the literary material found in the fifth, sixth, seventh and eighth grade readers. Much stress is laid on the method of pre-

senting the lessons. This with observation lessons in the training school, makes the course exceedingly practical. (Given the first ten weeks of the semester.)

The aim of the Current Literature work is to acquaint the students with the most eminent literary men of modern times—Ibsen, Tolstoi, Maeterlinck, DeMorgan, Galsworthy, Wells, Bennett, Herrick are among those studied. (Given the last ten weeks of the semester.)

The work in Technical English aids the student in the preparation of a chapel talk which must deal with some educational subject or current topic. (Given one day a week throughout the semester.)

HISTORY

Mr. Butler

Professional History—

Course I—Senior I.....½ unit.

The State Course of Study is followed and each student is assigned a topic for presentation to the class. The subject matter is developed with the idea of its being usable in the grades. Criticism is freely offered and suggestions are made with the view of helpfulness that the student may see the phase of the subject in its entirety. In all the history and civics work the present European situation is studied as closely as time will permit.

Civics—

Course II—Junior II.....½ unit.

In connection with a critical study of the lesson for each day some student presents a topic which is discussed in its bearing on the lesson as well as in its relation to the issues of the day. The work of our Legislature as also that of other states is studied; also the work of many cities is followed. The aim in this as well as in history is to make thinking citizens—people who can make practical application of principles as taught and studied. Frequent use is made of editorial pages and leading magazine articles.

Text—Forman.

Economics—

Course III—Junior I.....

In connection with the text the sociological problems as presented today are used in the daily work. Each day a brief survey, as presented by the press, is made by some member of the class and the salient points are discussed. In connection with a clear understanding of these questions the aim is to create a desire to continue the study after the student has left his school work here.

Text—Burch & Nearing.

MATHEMATICS

Mr. Ostien

The department of mathematics has two specific aims: 1, Thorough instruction in the subject matter taken up; 2, a professional training that will enable teachers to teach these subjects with success in their schools.

Geometry—

Course I—Elementary I.....½ unit.

This study aims to develop the power of exact, independent, and consecutive mathematical reasoning, and to make practical application in mensuration of principles learned. No encouragement is given to the memorizing of proofs of propositions. The studies in original exercises, loci, and problems of construction are made prominent. The ground covered is that of Books I and II of the State text.

Course II—Elementary II.....½ unit.

This course covers the subject matter of Books III, IV and V of the State text, and the study is emphasized along the lines suggested in Course I.

Arithmetic—(a) *Academic*—

Course III—Junior I.....½ unit.

For students who have completed elementary algebra and plane geometry and have not had arithmetic in high school course. The work consists of a searching review with a critical study of the more difficult topics of high school arithmetic from the viewpoint of the student who has a knowledge of the elements of algebra and geometry. The aim is to give students a working knowledge of arithmetic as used in the business and commercial world.

Arithmetic—(b) *Professional*—

Course IV—Junior II.....½ unit.

This is a course in professional training covering the work of the first six grades of our public schools as outlined in the State Course of Study. There will be observation work in the Training School. Lesson plans will be discussed and worked out. Students may elect between Courses IV and V.

Course V—Senior I.....½ unit.

This is a course in professional training covering the work of the seventh and eighth grades in the public schools of the State. Subject matter is studied mainly for the purpose of illustrating methods of developing and presenting the various topics, and for the study of forms of solution. The Arithmetic work will be observed in the Training School, and lesson plans will be worked out.

Text—Watson and White.

Note—If there is call for it, a one-semester review class in Algebra will be organized to cover the work of the high school course.

SCIENCE LABORATORY

SCIENCE

Mr. Gilmore

Agriculture—

Course I—Senior I.....½ unit.

Our aim is to equip the prospective teacher with a knowledge of the possibilities of rural life so as to make him understand, in a measure at least, the community needs and to better administer to them. Students pursuing this course will find a working knowledge of elementary science greatly to their advantage. The Course of Study in Agriculture for the Public Schools of Oregon is made the basis of the study. Various agriculture and nature study texts, bulletins, and periodicals are used for reference work. Lecture experiments illustrating those used in the Course of Study are worked. Considerable field work such as pruning, spraying, stock judging, etc., is done. Plans for presenting agricultural

TRAINING SCHOOL BOYS IN SCHOOL GARDENING

topics are required and model lessons on agriculture observed in the Training School. The organization and conducting of industrial clubs and school gardens is also taken up.

Industrial Clubs and School Gardens—

Course II—Senior II.....1-5 unit.

This course is offered for those who wish to receive instruction and practical experience in the care and management of school and children's home gardens as well as the other industrial club projects. Actual gardening is done. Students in this course are required to observe this work in the Training Department.

N. B.—Students in all science courses have access to a well-furnished library of reference books and current periodicals.

FINE ARTS DEPARTMENT

ART

Miss Greene

The department presents three phases of art: (a) Free-hand Drawing, (b) Mechanical Drawing, (c) Design.

Course I—Primary Methods.....½ unit.
Course II—Advanced Art.....½ unit.
Course III—Design.....½ unit.
Course IV—Mechanical Drawing.....½ unit.

Courses I and II include methods of presentation, which will enable teachers to handle the drawing in their regular rooms with or without the aid of a supervisor.

Course I.....No Prerequisite.

This class covers the work suitable for the first four grades (1-2-3-4): with the method of presentation. The subjects handled are free-hand drawing, illustration, water color, nature studies, busy work, and paper cutting. State Course of Study is followed and a year's outline is given.

Course II.....Prerequisite—Art I or its equivalent.

The subjects of Course I are carried farther in Course II, with advanced instruction and methods for upper grade drawing.

Object drawing and perspective are emphasized. Advanced landscape making and nature studies with water colors are carried on throughout the course. State Course of Study and year's outline given for the four upper grades (5-6-7-8).

Course III.....No Prerequisite.

The principles of Applied Design are developed in a way suitable for presentation in the public schools.

The problems include Constructions, Conventionalization, Lettering, Advertising Cards, Stenciling, Wood-Block Printing, Bookbinding, and Tooled Leather.

Course IV.....No Prerequisite.

Mechanical Drawing is presented as it should be in seventh, eighth grades or high schools—for the development of mechanical powers.

The course includes: Geometrical Problems, Working Drawings, Projections, Isometric, Plan Drawings, and Blue Printing.

MUSIC

Miss Hoham

This department aims to prepare regular teachers to take charge of the music in their own particular schools.

Advantages are given in the school for chorus practice, Glee Clubs, and orchestra work. For this purpose there are several organizations; anyone may choose work in one or more of them. The second semester students are admitted to glee club upon examination.

The O. N. S. Orchestra is available to any student of the Normal School. It now has a membership of thirty. The Training School Orchestra has a membership of twenty-eight and is available to beginners.

Sight Singing—

Course I.....½ unit.

The aim of this course will be to give the students the ability to read at sight music of ordinary difficulty. Only such technical phases will be studied as will contribute to this end. Students will become familiar with the song material in the music text-books adopted by the State.

Methods—

Course II.....½ unit.

The aim of this course will be to study and to outline carefully the proper work to be done in each of the eight grades, together with the best method of presenting such work.

New rote songs will be taught and the song material in the State text-books will be used.

The instructor will endeavor to adjust the work so as to meet the greatest needs of the students.

Two things should be gained in the course: First, the ability to present and teach a rote song; and, second, the ability to present and teach a new sight reading song.

Students are given opportunity to do practice work in the Training School.

Glee Clubs and Orchestras—

Proportional credit.

The aim of the Glee Clubs and Orchestras is to give an annual recital and to furnish music for school functions.

The students in the Glee Clubs have the advantage of special vocal training, as enough work in tone placing, attack, enunciation, phrasing

TRAINING SCHOOL ORCHESTRA

and expression is given to enable them to give a proper rendition to their selections. "Pinafore," "Trial by Jury," "Wreck of the Hesperus," "Japanese Girl," "Ruth," and "Joan of Arc" are among the choral works that have been given.

The students who play instruments in the orchestra gain the ensemble practice, so valuable to their musical development, besides fitting themselves for such work in their schools.

Chorus—

All students take part in chorus work three times a week in the chapel period. Several choice selections are mastered in a semester.

Besides the advantage of hearing good music in our regular lecture course entertainments, the students occasionally have an opportunity of hearing an artist in Salem. Such trips were made to hear Bispham, Alma Gluck, Schumann-Heink, and others.

DOMESTIC ART DEPARTMENT

DOMESTIC ART

Miss Butler

Since there is a growing demand for industrial education in our public schools every Normal student should have some acquaintance with the theory and practice of these arts. Our purpose is not to send out supervisors or teachers perfectly equipped for this work, but to give all students a fundamental knowledge of hand work which may be applied directly in the respective grades as a part of the regular work.

Two courses are offered which should be elected by all students. It is also desired that students taking this work should have the Design Course in the Art Department.

A third semester of Domestic Art will be offered if there is call for the same, but Courses I and II are prerequisites.

Course I.....½ unit.

Embraces the work of all grades and is very practical. The course begins with the work of the primary grades, involving elementary exercises, and bringing into use the larger arm muscles rather than the finer ones of the hand; such as paper folding and cutting, cardboard and canvas sewing, raffia, paper and yarn weaving, leading up to textile study.

The course for the intermediate grades follows with more advanced work along the same lines, also work with cord in the knotting of bags or hammocks. Raffia work, such as picture frames, doll hats, napkin rings, simple baskets and mats of reed. The sewing stitches may be applied on doll clothes or other articles of direct interest to the children. Cardboard construction is applied to the equipping of a doll house.

The upper grade work deals more directly with sewing pure and simple; patching, darning, plackets and buttonhole models are taught, but most stitches are taught and applied directly on articles of practical utilitarian value, and such as are of interest to the children, as sewing bags, dust caps, aprons, underwear, towels, with crochet or Swedish darning.

Basketry, bookbinding, and machine work may be introduced in the eighth grade.

Course II..... ½ unit.

This course includes the making of articles which may be used in the eighth grade and beginning high school, but the work is primarily for those girls who wish a general knowledge of machine sewing and simple garment-making.

The use of the paper pattern is taught, together with drafting enough to enable the student to understand and alter the ready-made pattern to fit the individual. Embroidery and crochet are applied on the garments made.

An effort is made to develop taste in the selection of materials, trimmings, design, and combination of colors in both courses. Textiles are studied in this course.

$1.00 laboratory fee is required.

DOMESTIC SCIENCE

Miss Butler

Three semesters of Domestic Science may be elected, and like Domestic Art we make no pretensions of sending out supervisors. We wish to give our girls a general knowledge of foods, cooking and serving which will be of direct use in the home, and will enable them to handle the warm lunch problem which they will have to meet in many rural and town centers where the children come from a distance.

It is recommended that girls electing Domestic Science should have had physiology and chemistry.

Course I..... ½ unit.

Embraces a study of the food principles, proteins, carbohydrates, fats, mineral matter and water, their composition, nutritive value, digestibility and function in the body. Representative foods of each class are studied and the process of cookery best adapted to each food is discussed and each principle is illustrated by the preparation of simple dishes. The work is designed to give practical acquaintance with the fundamental processes of cooking and serving.

DOMESTIC SCIENCE DEPARTMENT

Course II.....½ unit.

Is a continuation of the first course. More advanced work along the lines of fancy cookery, i. e., salads, puddings, desserts, etc. Canning, preserving and pickling come in season. The planning, preparation and serving of meals at a given cost and to meet the dietary standards are worked out.

A third semester's work may be offered to those wishing to specialize further in methods and theory, and other lines of household economies may be studied.

A laboratory fee of $1.50 per semester is required of all students of Domestic Science.

LIBRARY METHODS

Miss West

The aim of the Library Methods work is: To train teachers to use libraries intelligently; to care for the school libraries provided for under the Oregon School Library Law; to teach the principles of book selection and buying; to establish a wider knowledge of children's books by actual examination and reading.

Course I.....No units.

A course of five lectures required of all entering students. The main idea is to make the students at home in the library. The work is given during the first two weeks of each semester and covers the following: Rules and regulations; classification and arrangement of books; use of the card catalog; magazine indexes; reference books; investigating a subject in the library; work of the Oregon State Library, etc.

Course II.....¼ unit.

This course is required of all students before they graduate from the Normal. Two periods a week are given to the work which runs through a semester of twenty weeks. One period each week is devoted to the technical side of the work and one to the study of children's books. Each lecture on the technical part of the work is followed by a practice

THE LIBRARY

period. Some of the topics taken up are as follows: Classification and arrangement of the books; card catalog; printed parts of a book; United States, state, city, and other free publications; book buying; preparation of the books for the shevles; charging system; binding and repair; use of pictures in school work; library supplies and furnishings; Oregon School Library Law; the work of the Oregon State Library, etc. The children's books are taken up in groups, reported on and discussed by the class. Practically all of the books reported on are taken from the State list, thus making students familiar with that list.

During the semester several library lessons are given in the Trainnig Department by members of this class, usually by those doing language work in the grades.

Library work is emphasized by all departments throughout the entire course by required and supplementary reading. This is especially marked in the story-telling work and in the advanced literature classes taking up the present-day writers. The current events classes conducted by the History and English departments assure the wide use of the magazines, newspapers and magazine indexes provided.

Miss Cornelia Marvin, State Librarian, will deliver lectures from time to time upon the work of the State Library and other subjects pertaining to library work.

PHYSICAL EDUCATION

Miss Taylor

The department aims to further the progressive movement in education which recognizes the maintenance of health as the basic concern of the school. It seeks to accomplish its aim through giving the students, by means of lectures, readings, observation and exercise, a body of knowledge and of working principles applicable to their own needs and to the needs of their future pupils. In consequence the following courses are maintained:

MAY DAY AT THE NORMAL

Physiology and Hygiene—

Course I—Required of all women students who do not bring entrance credits.....½ unit.

Although the emphasis is placed upon Hygiene, the fundamental facts of the structure and functions of the human body are gained in this course. The following subjects are given special attention:

1. The Relation of Physical Growth and Health to Mental and Moral Development.
2. Personal Hygiene, including Sex Hygiene.
3. School Hygiene.
4. Methods of Hygiene Instruction in the Elementary School.

Text—Conn and Buddington.

References—Hough and Sedgwick, Pyle, Shaw, O'Shea, Bancroft.

Theory of Physical Education—

Course II—Seniors and Juniors—Required of all Junior men; optional for others, men or women .....3-10 unit.

A three-hour course designed to give the Normal student: 1, A conception of the value of activity and the necessity for provision being made for it on the school program, and 2, a working knowledge of the most profitable forms of activity. Two hours are devoted to lectures and assigned readings on (a) the various gymnastic systems (b) the aims, methods and results of the Ling System; the construction of day's orders and the giving of commands; (c) rhythmic movements, singing games, dramatic games and plays for primary grades; (d) use of wands, dumbells and Indian clubs; (e) class athletics and playground activities. The third hour is spent in practice work in the gymnasium.

Playground Games—

Course III—All students, optional.....1-10 unit.

This is a one-hour course which trains the student to supervise successfully the recess and out-of-door activities of the school. Games suit-

INTERIOR OF GYMNASIUM

able for the different ages are taught. A playground for the training school children has been established. Opportunity is given to the Seniors to manage it under supervision.

Singing Games and Folk Dancing—

Course IV—All women, optional.....1-10 unit.

This one-hour course, offered first semester, is designed for those students who are planning to teach in primary grades. One-half the course will be devoted to singing games in order of their progressive development. The second half will be given to the rhythmic movements and organized play found in the folk dances.

Folk Dancing—

Course V—All women students, optional..1-10 unit.

This course may be taken as a continuation of Course IV, or independently. It is arranged to give a usable knowledge of definite "steps," related musical structures and their application in characteristic national folk dances. (Offered each semester.)

Folk Dancing—

Course VI—Prerequisite, Course V. All women students, optional; offered second semester .....1-10 unit.

In this course the work emphasizes the securing of grace and poise, thus enabling the student to develop a greater feeling of ability in teaching rhythmic movements.

Gymnasium Practice—

Course V—All students, required.....1-10 unit.

All students are required to take exercises in the gymnasium during the entire course, except when excused by Physical Director.

The purpose of the work given is two-fold: 1, To preserve and enhance the good physical condition and bodily control of the student

LIVING ROOM OF WOMEN'S DORMITORY

through her own efforts under the supervision of the instructor; 2, to provide her with material and methods to carry on the work in the schools in which she may teach.

The means used include: 1, Free-hand exercises, club swinging, wand and dumbbell drills, marching, relay races, suspension exercises on horizontal ladder and rings, rope climbing, and rhythmic movements; 2, ball games—basketball, German batball, volley ball, indoor baseball, dodge ball, end ball, etc.

In addition to the regular gymnasium work, each student is expected to take a certain amount of out-of-door exercise. Three tennis courts are maintained.

Gymnasium Suits—

All students are required to dress in a suitable manner for gymnasium work and must provide themselves with:

1. For Women—Full black serge bloomers, a black blouse or white middy and tennis shoes.

2. For Men—Gray trousers, gray one-quarter sleeve Jerseys and tennis shoes.

NOTE—The above described costumes are desired but other costume which a student already possesses will be allowed.

THE SPRING SHORT COURSE

Many schools close about the first of April. The teachers of those schools often desire to extend their education by attending school during their vacation. To accommodate such teachers a short course in all departments is offered at the Oregon Normal, beginning April 2, 1917.

TRAINING SCHOOL

The Training School consists of the eight elementary grades of the public schools of Monmouth and is located in the new $50,000.00 Francy School Building. The rooms are commodious, well lighted, heated and ventilated. Drinking water is supplied through sanitary fountains. Toilet rooms for girls and for boys are conveniently located and well furnished. A well-equipped playground is provided and the games played thereon are carefully supervised by the Department of Physical Education. There is furnished, also, a large supply of reference and supplementary books, as well as up-to-date apparatus.

The purpose of the Training School is to educate children. This is the supreme purpose of the school and nothing will be permitted that interferes with this. It serves as a model school in which to observe the best teaching for the purpose of seeing what it has that will be helpful to the student-teacher. It gives an opportunity to note the application of the principles of education upon which all good teaching is based. It also enables the student-teacher to have sufficient teaching experience under experienced instructors as shall form correct teaching habits and give such mastery of those educational principles as will insure future growth.

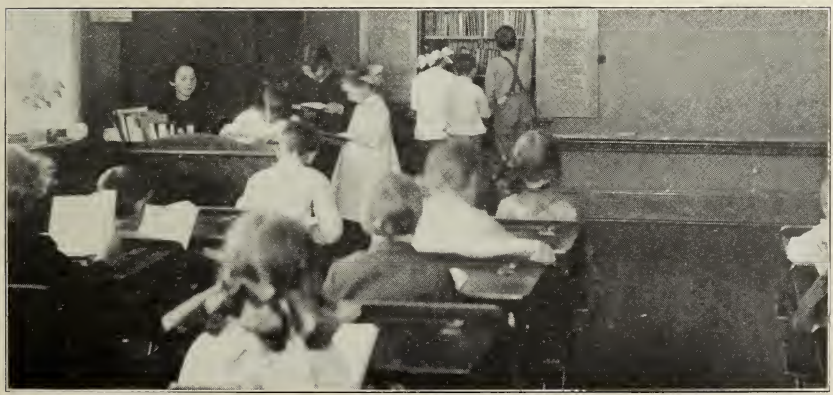
To secure these, each student is required to observe and teach throughout the last year of his course under conditions which duplicate in all essentials those found in the public schools of the State. No one

is allowed to graduate who has not passed this test and been found capable in discipline and efficient in instruction. The school is maintained jointly by the State and the local school district. It is supplied with a principal and four critic teachers.

The heads of the Departments of Music, Art and Physical Education, Agriculture and Domestic Art have full charge in the Training School of the work of their respective departments. The Training School is an actual public school, composed of pupils under the usual conditions and with the usual problems to be found in public schools so that the experience gained there is of direct and all-around value in the preparation of the student for future work.

The course of study is the same as that prescribed for the State of Oregon, with such enrichment as is possible under favorable environment, with liberal equipment, and with a strong staff of teachers and supervisors.

The aim of the Training School is not to be different from the public schools, but to be like the best of them. A consistent and firm adherence to this ideal, it is firmly believed, will at the same time best conserve the interests of the children in the school, and furnish to the students of the Normal a most adequate preparation for their work. As has been before intimated, the Normal School will endeavor to help solve the "Rural School Problem" by making it a careful study, and so adapting the work of the school as to meet the every-day working conditions of such schools.



LIBRARY HOUR AT THE TRAINING SCHOOL

GENERAL STATEMENT

It is hoped that this bulletin may fall into the hands of some person who is planning to go away to school and who is willing, if it is careful and thorough preparation for teaching that is wanted, to consider going to the Oregon Normal School. This institution invites thoughtful comparison with others of its kind in the excellence of its faculty, and equipment, the extent and thoroughness of its course of study and methods of instruction, the splendid opportunities afforded by it and its community for quiet study and wholesome student life, its thoroughly convenient and healthful living facilities, and the unusually low cost at which all of its advantages may be had.

Allow me to suggest that the State has provided a Normal School to assist you in securing this special preparation. The school and its equipment are for your benefit. You may become a good teacher without a Normal School Training, but you will become a good teacher more quickly, more easily, and more economically by taking advantage of the inducements offered by the Normal School.

More than seven hundred new teachers are needed each year in Oregon and the Normal School should supply a large part. Boards of directors and county superintendents have learned by observation and experience the value of the Normal-trained teacher. I believe that you will agree with me that such training will not only increase one's usefulness to her school, but will result in better positions and salaries.

The Oregon Normal School was established and is maintained for the purpose of training teachers for the schools of the State; here no one can matriculate without signing a pledge to the effect that the purpose of entering the school is to fit himself or herself for the work of teaching.

This article has been prepared with the thought that perchance it will be the means of calling attention to the Normal, and thereby be of asistance to some person who may be planning his or her work along the teaching line.

Of such person may I ask whether you have seriously considered the advisability and possibility of preparing yourself for teaching by means of a Normal School? Have you thought of the pleasure to be derived from the pleasant and helpful associations with a cultured faculty and a helpful, sympathetic student body? Do you realize how much easier and more satisfactory is the certification route by way of the Normal diploma than by the dull and uninteresting grind of the exami-

nation? Do you feel that it is easier to secure and retain good positions if you are able to say, "I am a graduate of a Normal School"? Perhaps you are not aware of the fact that a standard Normal diploma is taken in lieu of an examination for certification in more than twenty-six states. Is it not a satisfaction for one to feel that ample preparation has been made for the responsible work of teaching? Have you fully considered the lifelong friendships that are made while pursuing the work of a Normal School—friendships both of faculty and students that are valuable assets in your future work—friendships that can be secured no other way. All of these thoughts, coupled with the fact that the demand for trained teachers cannot be filled, will, I am sure, cause you to think seriously of taking up work in an institution that will meet all these conditions, such as the Oregon Normal School does.

Perhaps you are saying, "I admit the facts, but I am financially unable to take such a course." May I say that we have many students who are partially making their own way while at school, and what others are doing you can do. All that is required, if you have health, is to make up your mind to take the course and then stick to it.

In order to assist you, may I enumerate some of the advantages of our school? We have a faculty of nineteen thoroughly trained teachers. The Oregon Normal School is the only one in the State whose sole function is the training teachers. It offers five courses of study leading directly to State Life and One Year State Certificates without examination. A well graded public school and two rural schools are used for training school purposes; thereby fitting our students for any grade of work. The water supplied is pure. The cost of living reasonable, and last but not least, one of the most helpful, cheerful, cooperative, sympathetic student bodies that one would wish. This is brought about from the fact that every student pledges himself or herself to become a teacher; therefore, there is one definite purpose, namely, preparing for the great work of teaching.

Perhaps enough has been said to induce you to carefully consider entering our school.

Trusting that you will become interested in our school to the extent of enrolling as one of its members, I am

Respectfully yours,

J. H. ACKERMAN,

President.

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Helen Shaver, Sutherlin
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Grace Shields, Gervais
Ruby Skinner, McMinnville
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Isabel Snider, Dallas
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Edna Stephens, Eugene
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Nelta Calkins, Airlie
Angela Canning, Boring
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Dae Clodfelter, Wasco

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Blanche DeArmond, Myrtle Point
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Maggie Dickie, Oswego
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Erma Drury, Coburg
Avis Dougherty, Mound City, Illinois
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Elizabeth Hanna, Buxton
Arnold E. Hall, 365 Williams Ave., Portland
Edna Harriman, The Dalles
Nellie Harriman, The Dalles
Arthur Harriman, The Dalles
Viola Hogan, Medford
Genevieve Hogan, Medford
Eva Hopper, Walker
Dorothy Harrison, Los Molinas, Calif.
Catherine Harmon, R. D., Wallowa

Matilda Jacobs, 270 Sheridan St., Portland
Ellen Jackson, Milwaukie
Dagmar Jeppesen, 891 Alberta Ave., Portland
Lillian Jeffries, Dupree, S. Dakota
Anna Mae Johnston, 1149 E. St., Klamath Falls
Helen Johnson, Oregon City
Signa Johnson, Colton
Valma Johnson, 867 Albina Ave., Portland
Jennie Johnston, Klamath Falls

Marguerite Kerr, 1129 Williams Ave., Portland
Wanda Keyt, Monmouth
Christine Ketels, 1080 Montana Ave., Portland
Crystal Keck, 303 14th St., Portland
Johana Keil, 828½ E. Pine St., Portland
Nellie Keyt, Monmouth
Lenna Keyt, Monmouth
Nola Kent, Drain
W. E. Keplinger, Union
Lois Kellogg, Eugene
Genevieve Kirkpatrick, 765 E. Main St., Portland
Lenore Kizer, Roberts
Helen Knips, Grants Pass
Gretchen Kreamer, Independence

Mabel Larson, Willamette
Mary Alice Lambert, Hermiston
Laura Laliberte, Independence
Mrs. Margaret Lamb, 273 E. 18th St., Portland
Mrs. J. M. Lawson, Marion, Ill.
Goldie Levage, Mercer
Nell Lloyd, Imbler
Bernice Lloyd, Imbler
Elaine Longabaugh, Buxton
Barbara Livingston, R. D. 7, Salem
Arley Libby, Jefferson
Herman Lund, Cove
Josephine Luebke, Cottage Grove
Clara Luther, Albany
Elma Ludford, Eugene
Martha Loretz, 511 Market St., Portland
Paul Loucks, Brownsville
Jessie Leep, Eugene
Ruth Joy Lines, R. 6, Albany

Agnes McCracken, Myrtle Point
Adabel McCord, Oakland
Velma McConkie, Forest Grove
Allie McDonald, Newberg

Ellen McDonald, Hood River
Etheljane McDonald, Hood River
Ella McCulloch, Crow
Vida McLean, Eugene
Alice McLean, Eugene
Edna McReynolds, Prairie City
Lillian McJarlan, Reserve
Elsie McKay, 440 E. 15th St. N., Portland
Vesta Marshall, Gervais
Elizabeth Martin, The Dalles
Reta Marks, Summit
Grace Malo, Gervais
Catherine Malo, Gervais
Oliver Matthews, Salem
Grace May, Monkland
Olive Merrill, Gresham
Lola Messinger, Moro
Marie Mettie, Ukiah
Edna May Messenger, 556 E. 29th St., Portland
Rosa Meyer, Crabtree
Grace Milam, Gold Hill
Marion Miller, 1217 Hawthorne Ave., Portland
Francione Miller, 1217 Hawthorne Ave., Portland
Katherine Misslich, 583 Powell St., Portland
Gladys Mitchell, Glenada
Marie Morlan, Monmouth
E. Lura Morgan, Bandon
Adella Mortensen, Moro
Nancy Morrison, R. D. No. 1, Warrenton
Marie Myers, 413 Larch St., Portland
Edith Mensing, Portland
Elizabeth Matthews, 890 Hawthorne Ave., Portland
Maud Moore, Monmouth
Mary Macleay, Columbia City
Mrs. L. A. Maynard, Milwaukie

L. Nacken, Monmouth
Chad C. Newhouse, Eugene
Ethel Newton, Airlie
Fairy Neal, Dallas
Effie Newman, Oregon City
Gertrude Nickelsen, Hood River
Johanna Nielsen, Astoria
Louise Nimmo, Albany
Merle Mimmo, Albany
H. S. Nedry, 838 Montana Ave., Portland
Anna Nelson, 838 Montana Ave., Portland
Ruth Nystrom, Brush Prairie, Wash.
Ethel Notter, 643 Saratoga St., Portland
Edith Oliver, 505 E. 13th St., Portland
Ida Olson, Macleay
Reta Olson, 882 Woodworth Ave., Portland
Tom Ostien, Monmouth
Lois Osborn, Culver
Bertha Oliver, R. D. No. 1, Salem
Clarice Oakes, 469 E. 12th St., Portland
Viola O'Connor, Donald
Allen O'Donnell, 206 Railway Exchange Bldg., Portland
Mrs. Ogsbury, Boise, Idaho
Helene Ogsbury, Boise, Idaho
Dovie Odom, Dallas

Heloise Phillips, Forest Grove
Margaret Parrott, Salem
Gladys Palmer, Westport
Anna Grace Pallett, 655 E. Alder, Portland
Nellie Page, Clatskanie
Rose Parry, Creswell
Lela Pio, 331 E. 12th St., Portland
Flossie Perce, Clackamas
Lorena Phelps, 337 E. 33d St., Portland
Pearl Phillips, Dallas
Dorothy Portwood, Monmouth
Gladys Putnam, Independence
Beatrice Pogue, Forest Grove
Alberta Porter, Wasco
Clares Powell, Monmouth
Marie Powell, Lafayette
Phyllis Purdin, 1148 E. Harrison St., Portland
Grace Polk, Bend

Nora Queen, Cottage Grove

Thelma Reed, 791 Tillamook St., Portland
Florence Ralston, R. D. No. 5, Albany
Laura Rand, 680 E. Madison St., Portland
Mary Randell, 579 E. 18th St. N., Portland
Belle Ranney, Corvallis
Esther Rayot, 822 Ochoco Ave., Portland
Martha Razlaff, Dallas
Veda Rhodes, McMinnville
F. C. Reusser, Beaverton
Lottie Rippey, Dayton
Vernetta Ricket, R. D. No. 7, Salem
Marion Richmond, 145 E. 33d St., Portland
Alma Riley, Ripley, W. Va.
Mrs. Amanda Rogers, St. Johns
Alvhild Romtvedt, Toledo
Mrs. Florence V. Root, Myrtle Point
Mary Rouse, R. D. No. 7, Salem
Lois Routh, Miller, S. Dakota
Georgia Rouse, R. D. No. 7, Salem
Geneva Robinson, Coquille
Nelson Rogers, Vernonia
Jessie Robertson, 4714 Powell St., Portland
Clara Rutherford, 217 W. Tyler St., St. Johns
Sam Ruggles, Pendleton
Mrs. Lucy Ruggles, Pendleton
Lydia Reden, Winchester
Elva Rosie, Beaverton
Mabel Reeve, Medford
Marvin Richardson, Independence
Marcella Richards, Forest Grove
Grace Reed, Milwaukie

Wanda Sain, Gaston
Margaret Scollard, Woodburn
Katherine Schuneson, Rainier
Nina Searcy, Moro
Louise Sears, McCoy
Alta Sherman, Pendleton
Grace Shields, Gervais
Lorena Shuck, Ceres California
Blanche Shelley, Merlen
Lena Skersies, Dallas
Miller Skersies, Dallas
Ruth Simpson, Airlie

Abbie Smith, Elkton
Leonilla Smith, Dallas
Vada Smith, Alicel
Cora Soudan, Astoria
Adeline Swift, McMinnville
Gertrude Swank, Tangent
Elizabeth Swanson, Forest Grove
Jennie Strachan, Dufur
Leone Stephens, Venita
Bessie Swope, Independence
Vara Stewart, Monmouth
Mignon Swanson, Monmouth
Winifred Spencer, Ashland
Elsie Schmeer, 971 E. Stark St., Portland
Thelma Selling, 941 Mallory Ave., Portland
Vetta Starr, Oakland
Laura Strong, 586 E. 15th St. N., Portland
Golda Starr, Oakland
Orville Smith, Albany
Amy Steinberg, Monmouth
Mrs. Grace T. Sacre, Monmouth
Ethel C. Stone, Moore, Montana
Ada Sherman, Elkhead
B. Scharman, 1178 Borthwick St., Portland
Josephine Seger, 142 Alberta St., Portland

Harold Tallman, Corvallis
Beuna Temple, Lebanon
Genevieve Thompson, Creswell
Lola Thompson, Grants Pass
Gladys Thompson, Independence
Mrs. Edna Tooley, Joseph
Laura Turnidge, Sheridan
Vera Tracy, R. No. 3, Albany
Dudley Tobin, 1024 Vancouver Ave., Portland
Joyce Teeters, Cottage Grove

Edina Venator, 466 6th St., Portland
Olive Valck, 834 E. 33d St., Portland
Sara Van Meter, Medford
Ruth Van Zandt, 849 Front St., Portland
Harriet Vilas, 66 E. 74th St. N., Portland
Jennie L. Vineyard, R. D. 3, Albany

C. D. Watkins, Monmouth
Eloise Watson, 130 Idaho St., Portland
Lillie Wattenburger, Echo
Erna Wachtendorf, Albany
Ruth Warren, Nashville, Tenn.
Florence Walker, Independence
Neta Waller, Monmouth
Victoria Westersund, Astoria
Mary C. Wells, Alicel
Irene Williams, Laurel, Washington
Mabel Williamson, Wells
Effie Williamson, Ocean View
Annie Williamson, Ocean View
Oscar Williamson, Wells
Ruth Wiley, 1181 49th Ave., Portland
Mrs. Jennie Wheeler, The Dalles
Alice Wilson, 365 14th St., Astoria
Kate Wiest, 1144 E. Harrison St., Portland
Grace Wilhelm, Springfield
Vivian Whiteaker, Independence
Grace Williams, Monmouth
Harry Whitten, Kingsley
Edith Williams, 315 San Rafael St., Portland
Jack Wood, Houlton
Ethel Wooodcock, Kerby
Stella Woods, 646 Tacoma Ave., Portland
Mrs. Leta Wright, Butte Falls
Hazel Workman, Beaverton
Lewell A. Wright, Butte Falls
Ivan D. Wood, Monmouth
Hazel Worrall, Tillamook
Floyd Williams, Monmouth
Glen Work, Monmouth
Edna White, Salem
Genevieve Ward, Neskowin
Agnes Weatherson, Florence
Maude Walter, Leland

Amie Young, 495 E. 11th St., Portland
Nellie Young, Crabtree

Mrs. Dora Zimmerman, R. D. No. 2, Medford
Grace Ziegler, 309 Holladay Ave, Portland

GRADUATING CLASS

FEBRUARY, 1916

Anderson, Jeane
Baker, Augusta
*Benjamin, Harold
*Bennett, Arlene
*Bowman, Alma
Brookhardt, Harry
Cooper, Genevieve
Coryell, Ruby
*Curry, Myrtle
*Darby, Blanche
Davis, Olive
Dimick, Merl
Dougherty, Flo
Gillette, Mabel
Graves, Norma
*Haslop, Louise
*Hawley, Willa
Hiltibrand, Vale
*Hawley, Kattie
Houx, Kate
Kent, Nola
Kirkpatrick, Genevieve
Kreamer, Gretchen
*Luther, Clara
Matthews, Oliver
McDonald, Allie
McDonald, Anna Ellen
Messenger, Edna
McLean, Alice
Nielsen, Johanna
O'Donnell, Ellen
Ogsbury, Helene
Pallett, Anna Grace
Porter, Alberta
Rogers, Mrs.
Romtveldt, Alvhild
Shuck, Lorena
Smith, Vada
*Stewart, Vara
*Van Zandt, Ruth
Waller, Neta
*Williamson, Effie
Williamson, Mabel
*Woodcock, Ethel
Young, Nellie

* Work to be completed in Summer School.

GRADUATING CLASS

JUNE, 1916

*Anderson, Gladys
Anderson, Phina
Angel, Agatha Rachel
*Arehart, Claud
Austin, Elva
Barnes, Fay
*Bell, Laura
Bell, Orpha
Benedict, Pina
Borsch, Katherine H.
Brandt, Gudrun
Brattain, Eva
*Bretz, Opal E.
Brumbaugh, Frank
Brunk, Earl
Buell, Edith
Buell, Florence
Burchell, Hulda C.
Burns, Neva
Cask, Regina
*Casperson, Carrie
Chute, Lora
Claybaugh, Estel
*Clayville, Myrtle I.
Clodfelter, Dae
*Coleman, Eunice
*Copenhaver, Lacy
Cornwell, Raymond
Cornwell, Wilbert
Cramer, Jeannette
Cuthbert, Effie
Daubner, Edythe
*De Armond, Blanche
*Duncan, Ethel
Edwards, Oscar
*Elliott, Grace
Everett, Olga
*Foster, Mattie E.
Fowle, Catharine
Galbraith, Helen M.
Galbreath, Edna L.
Garland, Isabella
*Gentle, Catharine
Gilbertson, Naomi
Green, Mona
Hall, Arnold E.
*Hall, Orill
*Harriman, Arthur A.
Hart, Ada
Hartung, Dorothy
Hayes, Dora
Henkle, Emma
*Hill, Florence Arville
*Hood, Lucille C.
Houck, E. R.
Hudson, Alice
Huffman, Etha S.
Hughes, Vera
Hurner, Emma M.
Ingraham, Stella
*Jackson, Ellen
Jeppesen, Dagmar
Keck, Crystal
Ketels, M. Christine
Keyt, Nellie
*Lloyd, Nell G.
Luebke, Josephine
McCracken, Agnes
McDonald, Etheljane
McLean, Vida
*Macken, L. V.
*Marshall, Vesta
Martin, Elizabeth
May, Grace
Milam, Grace
Miller, Marion E.
*Mitchell, Gladys B.
Myers, Marie
Neal, Fairy L.
Nedry, H. S.
Newman, Effie L.
*Nimmo, Merle
*Nimmo, Louise
Notter, Ethel
*Nystrom, Ruth
Oakes, Clarice
*Ogsbury, Mrs.
Ostien, Tom L.
*Phelps, Lorena
*Phillips, Heloise
Phillips, Pearl M.
Portwood, Dorothy D.
Ranney, Belle
Reed, Thelma
Rhodes, Veda E.
Rogers, Nelson S.
Root, Florence V.
*Rouse, Mary
Ruggles, Mrs. Lucy S.
*Ruggles, Sara
Schmeer, Elsie M.
Shields, Grace
*Skersies, Lena
Spencer, Winifred G.
*Swift, Adeline
Temple, Buena
*Thompson, Genevieve
*Tracy, Vera
*Valck, Olive
*Van Meter, Sara
*Venator, Edna
Vilas, Harriet
*Watkins, C. D.
White, Edna J.
*Whitten, Harry
*Wiest, Kate
Williams, Edith
Wood, Jack M.
Wood, Ivan D.
*Work, T. G.
Workman, Hazel
Worrall, Hazel
*Wright, Leewell A.
*Young, Amie

*Work to be completed in Summer School.

Previous Professional and Educational Record of

....
(Full Name) (Number)

....
(Home Address) (Age)

1. I do now hold or have held.....
certificate in the State of.....
(State highest ever held)

2. I have had.....years of experience, amounting to.....months, which service was rendered in the following counties during the past four years:

....., 19..... ....., 19.....

....., 19..... ....., 19.....

HIGH SCHOOL CREDITS

To the President and Faculty of the Oregon Normal School:

This is to certify that.....
was a student in the.....High School
at....., ..., and was granted
for work done, above the Eighth Grade, ...credits as
shown by our records. He or she specialized in the.....course.

.....
SUPERINTENDENT, PRINCIPAL OR CLERK

COLLEGE CREDITS

This is to certify that.....
was a student in.....
at....., ..., and as such received
(Postoffice) (State)
.....credits.
(One credit being one subject throughout the year)

He or she specialized in the.....course.

.....
REGISTRAR

Record summarized by Normal School Accreditor:

Certificate..... High School.....
Experience..... College.....
Previous Normal Work.....Additional Experience.....Total.....
Yet to complete..... Classified as.....
It will take.....to graduate.

.....
ACCREDITOR

.....
(Date)

N. B.—To be detached by the applicant, properly filled, and mailed to the Registrar of the Oregon Normal School.

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